

35742 - Mott-Regent School District, 2023-2024

Total Grant Award
134,888

Application Details

Funding Opportunity: 33861-Consolidated Application 2023-2024
Funding Opportunity Due Date: Jun 30, 2023 11:59 PM
Program Area: Federal Title Programs
Status: Submitted
Stage: Final Application

Initial Submit Date: Jun 15, 2023 10:59 AM
Initially Submitted By: Zachary Slayton
Last Submit Date: Jul 19, 2023 3:25 PM
Last Submitted By: Deb Bohn

Contact Information

Primary Contact Information

Name: Mr. Zachary Wade Slayton
Salutation First Name Middle Name Last Name
Title: Principal
Email*: zachary.slayton@k12.nd.us
Address*: 300 Eagle Drive

Phone*: New Town North Dakota 58763
City State/Province Postal Code/Zip
701-627-3660 201
Phone Ext.

Fax: ### ### ###

Organization Information

Name*: Mott-Regent School District
Organization Type*: Public LEA
Tax Id:
Organization Website: <https://www.mott.k12.nd.us/>
Address*: 205 Dakota Ave

Mott North Dakota 58646-____
City State/Province Postal Code/Zip

Phone*: (701) 824-2795 Ext. ####-####-####
Fax: (701) 824-2795 ####-####-####
SAM.gov Entity ID: V1TTX2M4F9H3
SAM.gov Name: Mott Region School District 1
SAM.gov Expiration Date: 03/13/2024

Authorized Representative and School Board Approval

Certification

The authorized representative of the above-named applicant certifies to the Department of Public Instruction that the information in the application package is accurate and complete. The governing body of the above-named applicant has approved this plan/application and has authorized submission of this plan/application as recorded in the minutes of the public board meeting held on the date below.

School Board Meeting Date: 06/14/2023

Authorized Representative

Program	Authorized Representative	Email	Phone
Title I, Title II, Title III, Title IV	Zachary Slayton	zachary.slayton@k12.nd.us	701-824-2795
Title I, Title II, Title III, Title IV	Deb Bohn	deb.bohn@k12.nd.us	701-824-2795

Program Area Contact, if different than Authorized Representative

Program	Program Contact	Email	Phone
Title I, Title II, Title III, Title IV	Melissa Friedt	melissa.friedt@k12.nd.us	701-824-2795

Set-Asides (Title I)

Parent and Family Engagement (Title I)

From the dropdown list below, select the option applicable to the district

Option applicable to the district: Not Required to Set-Aside (District Title I allocation is less than \$500,000)

Please enter the amount of Title I funds the district will set-aside for parent and family engagement.

Parent and Family Engagement Set-Aside \$0.00

Amount:

Homeless Set-Aside (Title I)

Please enter the number of homeless students reported in STARS for the previous school year.

STARS Homeless Count: 1

All districts with at least one identified student must budget Title I funds sufficient to meet the needs of students identified as experiencing homelessness.

Are Title I funds used: Yes

Please enter the amount of Title I funds the district will set-aside for homeless services.

Homeless Set-Aside Amount: \$2,500.00

Neglected Set-Aside (Title I)

Did the district report local neglected students on SFN 53733?

Neglected Reported: No

Please enter the number of local neglected students the district reported in "Total Unduplicated Students Served in Neglected Programs" on SFN 53733.

Number Reported:

Please enter the amount of Title I funds the district will set-aside for neglected services.

Neglected Set-Aside Amount: \$0.00

Equitable Services Participation and Consultation

Equitable Services Participation and Consultation (Titles I, II, III, and IV)

The district has participating nonpublic schools in the following federal Title programs:

Upload a signed copy of the [Affirmation of Consultation with Private School Officials](#) after meaningful consultation has occurred.

If multiple nonpublic schools are participating in equitable services for various ESEA programs, one form per nonpublic school is required to be completed. Please combine all forms into one document for upload.

Affirmation of Consultation:

Provide a summary of the agreed upon equitable services to be provided to eligible nonpublic school children, teachers, and families. Summary must include all programs (i.e., Title I, II, III, and/or IV) in which the nonpublic school is participating. If there are multiple schools, specifically identify each nonpublic school and each program within the school.

Summary of Equitable Services:

Nonpublic School Equitable Services

District Title I, Part A Set-Aside

Total District Title I Allocation: \$0.00

Title I Administrative Costs (if applicable): \$0.00

Total District Low Income Enrollment in
Title I Attendance Area:

Total Nonpublic Low Income Enrollment
from Served Nonpublic Schools :

Total Set-Aside Amount for Nonpublic
Equitable Services: \$0.00

This field will auto populate once the form is saved. Parent and Family engagement set-aside is only required if Title I allocation is \$500,000 or more.

Parent and Family Engagement Nonpublic
Amount (if applicable): \$0.00

Other Nonpublic Equitable Services: \$0.00

District Title II, Part A Set-Aside

Total District Title II Allocation: \$0.00

Title II Administrative Costs (if applicable): \$0.00

Total District Public Enrollment :

Total Enrollment in Participating Nonpublic
Schools:

Total Set-Aside Amount for Nonpublic
Equitable Services: \$0.00

Per-Pupil Amount: \$0.00

District Title IV, Part A Set-Aside

Total District Title IV Allocation: \$0.00

Title IV Administrative Costs (if applicable): \$0.00

Total District Public Enrollment :

Total Enrollment in Participating Nonpublic Schools:

Total Set-Aside Amount for Nonpublic \$0.00

Equitable Services:

Per-Pupil Amount: \$0.00

Alignment of Funds

Use of Funds

The NDDPI has aligned the focus of ESEA funds to the PK-12 Education Strategic Vision Framework to guide district efforts toward achieving long-term outcomes for students:

- Increase students who enter kindergarten prepared to learn, and increase the number of kindergarten classrooms that meet the needs of every learner
"At this time, a measurable goal cannot be recommended due to the lack of a system of reliable and valid statewide measures to assess students who enter kindergarten prepared to learn, as well as a system to monitor early childhood experiences in the state. The ND K12 Education Coordination Council encourages the ND Department of Health and Human Services Early Learning Division to build a system of reliable and valid measures to aid kindergarten teachers in meeting the needs of every learner."
- Increase students who demonstrate reading proficiency in 3rd grade
◆ ?By the 2025-26 school year, the percentage of students who are proficient or above on the North Dakota State Assessment (NDSA) reading subdomains will double from the 2020-21 school year.?
- Increase students who meet expected learning gains each year
◆ ?By the 2025-26 school year, the percentage of students who meet expected learning gains in English language arts (ELA) and math will increase by 10 percentage points. In 2021-22, reassess whether the measurable goal is realistic through a review of data and revise the goal as needed.?
- Increase students who engage in learning
◆ ?By the 2025-26 school year, the statewide behavioral engagement score will be 150 points. In 2021-22, reassess whether the measurable goal is realistic through a review of data and revise the goal as needed. Two points were awarded for the percentage of Committed students and one point was awarded for the percentage of Compliant students."
- Increase students who graduate Choice Ready
◆ ?By the 2029-30 school year, all students graduating high school with the traditional diploma will graduate Choice Ready. The Choice Ready rate will increase 5.4 percentage points each school year for 10 years to match the traditional graduation rate.?
- Reduce the disparity in achievement for students with disabilities, students in poverty, and Native American students
◆ ?Reduce the number of students in Novice and Partially Proficient for students with disabilities by 12% each year for 5 years and for Native American and low-income students by 25% each year for 5 years.?

Describe how the investment of ESEA funds (Title I, II, III, IV, Transfer) aligns to these priorities.

Investment of ESEA Funds:

Mott-Regent aligns its ESEA funds to hire highly qualified teachers and paraprofessionals for grades K through 12 in reading and math. ESEA funds are also used to purchase research-based intervention materials. All Title 1 instruction is aligned with state standards. Mott-Regent Public School implements a multi-tiered system of supports (MTSS) for grades K-12 as in framework that provides all students with the best opportunities to succeed academically, socially, emotionally, and behaviorally in school. The focus is on enhancing high quality instruction and support at all tiers to meet students' individual needs relying on progress monitoring and data. Teachers, Principals, and staff receive professional development for increasing students' achievement by attending high quality professional development by RESP, NDDPI, and other trainings aligned with state standards and scientifically based research. Mott-Regent is involved with the new teacher state mentoring program and also an internal student and teacher mentoring program. School Improvement goals are written to include data meetings and are scheduled for both the elementary and high school staffs. Data will include academic as well as Engagement surveys and Choice Ready information. Mott-Regent collaborates with Community Action Head Start program which is located in the school. Mott-Regent has a Memorandum of Understanding with Community Action in which the district funds money to the Head Start and Head Start provides services to five district students that do not qualify for Head Start. This collaboration provides high-quality early childhood experiences to help ensure at risk children have the foundational school readiness skills to meet the kindergarten curriculum standards and experience success. Mott-Regent Public School is part of the Southwest Special Education Services Unit (SWSE). SWSE provides direct intervention for identified students and indirect services. Data scores indicate an area of improvement for students in math and reading scores. Funding will be used to hire a Schoolwide Title 1 math and reading teacher and paraprofessionals to assist students in the NDMTSS process. Professional development will be offered. Technology devices and programs will be purchased with implementation of the NDMTSS. Data scores indicate an area of improvement for students in math and reading scores. Funding will be used to hire Schoolwide Title 1 math and reading teacher and paraprofessionals to assist students in the NDMTSS process. Professional development will be offered. Technology devices and programs will be purchased with the implementation of the

NDMTSS.

Comprehensive Needs Assessment

Describe the district's process (i.e., determining the reality, using academic and behavioral data and evidence, exploring the future, and synthesizing results) for conducting a comprehensive needs assessment (i.e., the "envisioning" phase of the Cognia Continuous Improvement Plan), including the types of support and guidance provided to schools throughout the process.

Process for Conducting Comprehensive Needs Assessment:

Mott-Regent's needs assessment initiates within the Leadership Team. Working through Cognia, school improvement surveys as well as Title 1 surveys are conducted with all stakeholders. Data is reviewed and this drives all decision making. School board, administration, teachers, faculty, and committees design and update Title I School wide plan based on the district's needs.

The investment of accepted ESEA funds must align with the district's local strategy map and/or strategic planning. Provide a narrative to summarize the strategic plan that highlights critical initiatives, goals, action planning, and the trends and needs identified in the district's comprehensive needs assessment, leading to investments using federal funds. This narrative must encompass all accepted federal funds (i.e., Titles I, II, IV, and Transfer funds).

Alignment to Strategy Map:

Mott-Regent's strategic plan is a working document. It consists of four committees that meet and work toward addressing goals and needs. These committees include: Building, Finance, Curriculum, and Policy. These committees work in conjunction with the Title 1 Schoolwide Plan. Building Committee - Maintenance and all improvements needed with the schoolwide building. Curriculum - Committee reviews all curriculum needs which guides professional development and purchasing of new curriculum. Policy Committee - reviews and updates all required and needed policies. Finance Committee - reviews budget and possible expenditures. All committees report monthly to the school board. Data scores indicate an area of improvement for students in math and reading scores. Funding will be used to hire Schoolwide Title1 math and reading teacher and paraprofessionals to assist students in the NDMTSS process. Professional development will be offered. Technology devices and programs will be purchased with the implementation of the NDMTSS. Data scores indicate an area of improvement for students in math and reading scores. Funding will be used to hire Schoolwide Title 1 math and reading teacher and paraprofessionals to assist students in the NDMTSS process. Professional development will be offered. Technology devices and programs will be purchased with the implementation of the NDMTSS.

Consultation, Equity, and Evaluation

Consultation with Stakeholders

It is the district's responsibility during the development, review, and revision of the district's consolidated application to meaningfully engage with all stakeholders, including teachers, principals, school leaders, homeless liaisons, foster care liaisons, at-risk liaisons, parents, families, institutions, and community organizations that are representative of the following students served by the district:

- Low-income students
- English learners
- Children with disabilities
- Children and youth in foster care
- Migratory children
- Children and youth experiencing homelessness
- Neglected, delinquent, and at-risk students identified under Title I, Part D
- Immigrant children and youth
- American Indian and Alaska Native students

Stakeholders Included in Consultation

(check all that apply):

Community-based Organizations, Local Government Representatives, Other School Leaders, Others with Relevant Expertise in Program's and Activities Designed to Meet the Purpose of this Plan, Parents, Principals, Specialized Instructional Support Personnel, Students, Teachers
Describe the district's consultation process and the method used to document all stages of consultation.

Consultation Process:

The Mott-Regent Public School District consults with stakeholders through many avenues. Cognia School Improvement surveys are completed as well as the Volunteer Title 1 survey. Consultation also takes place at the Schoolwide Title 1 annual parent meeting and review the meeting. School-Parent Compact, Parent-Teacher Conference, school newspaper, school website, social media, culture booth at local fair, and Kindergarten open house. Our school counselor is also our Foster Care and Home Liaison, and RESP is our EL Coordinator and included in the consultation process.

General Education Provisions Act (GEPA) Section 427

Section 427 of the [General Education Provision Act \(GEPA\)](#) requires all applicants for federal funds provide a description of the steps the applicant proposes to ensure equitable access to and participation in these federal programs for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: Gender, race, national origin, color, disability, or age. The applicant would determine whether these or other barriers may prevent students, teachers, etc. from access and participation in program activities.

Describe the steps that will be taken to overcome the barriers identified.

GEPA:

Mott-Regent is in the process of purchasing or updating technology devices and programs for all students to ensure equity for all. We plan to address the needs of all students through NDMTSS process. All students will be assessed using standardized measures. From these results, students will receive the support they need. Frequent progress monitoring will ensure students are making gains. Our NDMTSS team includes the Title 1 teacher, paraprofessionals, teaching staff, counselor, Special Education teacher, Principals and 504 Coordinator. The counselor is also the Title IX Coordinator. Mott Regent has policies in place to help protect equality for all. These policies include ACC Nondiscrimination and Anti-harassment, AAC-BR Discrimination and Harassment Grievance Procedure, and GAAD Selection and Adoption of Instructional Materials. Also, the student handbook contains policies on Non-Discrimination and Anti-Harassment, and Bullying. Parents, 7-12 students, and staff are required to read and acknowledge the handbook policies at the beginning of the year. Administration, 504 Coordinators, Title IX Coordinators, and Special Education Director monitor school activities, policies and procedures making sure they are providing all students and staff equal opportunity. Mott-Regent understands the six types of barriers that can impede equitable access/participation: Gender, race, national origin, color, disability or age. The district's current policies and practices have been established to eliminate barriers that may prevent students, educators, leaders to access or participate in the Federal Title programs. All teachers and students will have access to the activities provided with the Federal Title funds in this application. District staff assist to ensure that special accommodations are made to ensure access for those students on IEP, 504 and care will be taken to assure benefits for both male and female students.

Annual Evaluation

All programs or activities must be evaluated annually. Describe how the district will use data and ongoing consultation to continually update and improve activities, focusing on student outcomes and program effectiveness. This narrative is required for Titles I, II, III, IV, and Transfer funds. The response should discuss all accepted federal funds.

Annual Evaluation:

Data is collected and analyzed throughout the year from NWEA, Step Up to Writing, Pathways to Reading, ACT, and NDSA assessments. This information is then utilized in the NDMTSS process helping students where their need is and to identify professional development needs for staff. This is a continuous monitoring of student gains. The school also collects results from the Cognia Surveys as well as other Title 1 surveys. This data is reviewed by the Leadership Team and staff and used for school improvements. Data is also discussed in Committees and incorporated into the 3-5 Year Strategic Plan. Data is also presented to the school board.

Targeted Assistance

Targeted Assistance Programs

Does your district operate Title I Targeted Assistance program(s)?: No

Targeted Assistance Programs

School Building Name	Grade Span (Check all that apply)	School Status	Eligibility	Services and Programs
No Data for Table				

Schoolwide

Schoolwide Programs

Does your district operate Title I Schoolwide program(s)?:

Yes

Schoolwide Programs

School Building Name	Grade Span (Check all that apply)	
Mott-Regent Elementary	1,2,3,4,5,6,K	School improvement goals are written to increase student academic achievement in reading, math, and Language Arts. Title 1 teacher and Paraprofessionals support students before, during, and after school. Technology, such as new devices and online programs, supports and enhances curriculum. Teachers and Principals receive professional development for increasing student achievement by attending high quality professional development sponsored by RESP, NDDPI, and other trainings aligned with state standards and scientifically based research. New teachers and mentor teachers will be involved in the ND Teacher Support System Mentoring Program as well as internal mentors for all new teachers or position change teachers. Teachers will be aligning the curriculum with the North Dakota power standards. Mott-Regent trained for the third year in NDMTSS process focusing the third year on Schoolwide Behavior Expectations Tier 1. During the 2023/2024 school year, we will implement our action plan which includes expectations for teachers regarding supervision and discipline, methods to identify and redirect when problem behaviors occur, strategies to improve classroom management, and steps to complete and analyze important data. Mott-Regent will also continue implementing the MTSS process in the areas of reading and math.
Mott-Regent High School	10,11,12,7,8,9	School improvement goals are written to increase student academic achievement in reading, math, and ELA. Title 1 teacher and paraprofessionals support students before, during, and after school. Technology, such as, new devices and online programs, supports and enhances curriculum. Teachers and Principals receive professional development for increasing student achievement by attending high quality professional development sponsored by RESP, NDDPI, and other trainings aligned with state standards and scientifically based research. new teachers and mentor teachers will be involved in the ND Teacher support System Mentoring Program as well as internal mentors for all new teachers or position change teachers. Teacher will be aligning the curriculum to North Dakota power standards. Teachers will be aligning the curriculum to North Dakota power standards. Mott-Regent trained for the third year in NDMTSS process focusing the third year on Schoolwide Behavior Expectations Tier 1. During the 2023/2024 school year, we will implement our action plan which includes expectations for teachers regarding supervision and discipline, methods to identify and redirect when problem behaviors occur, strategies to improve classroom management, and steps to complete and analyze important data. Mott-Regent will also continue implementing the MTSS process in the areas of reading and math.

Title III Part A

Effective Programs and Activities

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered using Title III funds (Title III, section 3116(b)(1)):

Achieving English Proficiency

Describe how the eligible entity will assist English learners in achieving English proficiency, based on the State's English language proficiency assessment, consistent with the State's long-term goals and interim progress measures, and meeting the challenging State academic standards (Title III, section 3116 (b)(2)):

Parent, Family, and Community Engagement

Describe how the eligible entity will promote parent, family and community engagement in the education of English learners (Title III, section 3116(b)(3)):

Title IV Part A

Title IV Part A